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ABSTRACT

Teachers Advisory Centres (TACs) were established in Kenya to provide inservice courses to help teachers improve professionally and to offer aid in developing curriculum and using new instructional materials. A study evaluated the performance and effectiveness of the TACs in the district of Nandi. Questionnaires were submitted to TAC tutors, regular primary school teachers, and lecturers and second year students from teacher colleges. Information was sought on: (1) inservice education activities; (2) types of courses offered; (3) duration of inservice courses; (4) teacher attendance at the centers; (5) usefulness of courses to teachers; (6) performance of center course organizers; (7) performance and competence of center tutors; and (8) curriculum development activities at the centers. Findings indicated that teachers perceived TACs as lacking resources, staffed by minimally competent tutors, and inconveniently located. Most teachers did not participate in curriculum development activities at the TAC. Curriculum development activities appeared to be poorly organized and teachers' views on curriculum changes were not considered seriously. TAC courses were frequently repetitions of those teachers had already taken before certification. Recommendations are proposed for improvement of the TACs. Questionnaires used in the study are appended. (JD)

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African Studies
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No. 85

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THE ROLE OF TEACHERS ADISORY CENTRES IN THE EDUCATION OF TEACHERS IN KENYA: A CASE STUDY OF NANDI DISTRICT.

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THE ROLE OF TEACHERS' ADVISORY CENTRES IN THE EDUCATION OF TEACHERS IN KENYA: A CASE STUDY OF NANDI DISTRICT.

BY

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SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE POST GRADUATE DIPLOMA IN SYSTEMATIC CURRICULUM DEVELOPMENT.

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AUGUST, 1983.

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APPROVAL PAGE

FACULTY OF EDUCATION

UNIVERSITY OF NAIROBI

NAIROBI-KENYA.

The undersigned certify that they have read and recommend to the faculty board of Education for acceptance, a project entitled " The role of Teachers' Advisory Centres in the Education of Teachers in Kenya: A case study of Nandi District," submitted by Elizaphan Mokua Masagara, in partial fulfilment of the requirements for the Award of Post-Graduate Diploma in systematic curriculum Development.

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Research Supervisor:

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DATE:

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External Examiner.

ABSTRACT:

This study was designed to evaluate the role of Teachers Advisory Centres in the Education of Teachers in Kenya. A case study was done in Nandi District. The need for this kind of study cannot be over emphasized. For there is need for those who are concerned with the Teachers Advisory Centres to be informed the vital role the Teachers Advisory Centres play in the Education of Teachers.

Data was collected from regular Primary Teachers, Student Teachers, College Lecturers and Teachers' Advisory Centres, Tutors. The data was analysed to ascertain as to whether the Teachers' Advisory Centres play their roles of up-dating teachers in the occurrence of changes in the field of Education.

The study revealed that in order for the teachers to offer qualitative education, they need to be in-serviced when need arises. This should be done by the Teachers Advisory Centres.

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CHAPTER I:

BACKGROUND AND PROBLEM ANALYSIS:

INTRODUCTION:

The Teacher Advisory Centres (TAC) have been in existence since 1971. At the beginning, they were a part of the United Nations International Children Educational Fund (UNICEF) supervisory scheme which started in 1969 This scheme established the Primary Supervisory Scheme which developed into the present Basic Education Inspectorate. At the time, Teachers Advisory Centres (TAC) were envisaged to be the operational bases for the District Primary Schools Inspectors (D.P.S.I.) with the hardwares, the softwares and many other rereference materials in the centre, it appeared an ideal place for the inspectors to make the necessary preparations and then visit the schools with suitable reference materials. Conversely, the teachers were also to be referred to the Centres for Professional assistance.

I.1. ESTABLISHMENT OF TEACHER ADVISORY CENTRES:

Both internal and external factors are responsible for the decision to establish teachers advisory centres in Kenya. A major internal factor influencing the establishment of teachers advisory centres include the need to improve the quality of education provided in schools through strengthening the in-service education component for teachers among many others. As for external factors, a major contributory factor includes increased activities in the science curriculum development for Primary Schools.

1:2 NEED FOR IMPROVEL QUALITY OF EDUCATION:

Nobody would pretend that there is satisfaction among the people of Kenya on the type and quality of education being provided in our primary schools. Great dissatisfation seems to centre on the academic education provided in schools. The present emphasis on the academic education in Kenya began in 1920's when Africans rejected practical education in favour of the Academic education. Practical education was rejected on the grounds that it was calculated to enhence the economic and social status of the colonial masters to the detriment of the Africans. When the academic education was not forthcoming, Africans started independent schools designed to provide the academic type of education and to free Africans from the colonial domination. The schools of this type had started in Central Province of Kenya by the Kikuyu tribe. While in the early periods parents placed emphasis on the quantitative rather than qualitative aspects of the academic type of education, to-day however, there is a shift of emphasis. Most communities are concerned with the quality of academic education provided in their schools.

This is demonstrated by the public outcry and many press statements to the effect that quality and standards of education provided in schools are below societal expectations andnot woth the millions of shillings the Government spends on education. An instance of this discontentment was recently demonstrated in a series of meetings conducted by the Minister of Basic Education throughout the country. In his meetings he castigated partly parents and teachers for poor performance in public examinations.

Although there are many other factors which affect the quality of education different from those explained before the key to quality academic skills, by and large, depends on the quality of teachers in schools. Whatever is needed from schools for effective education, schools cannot produce it without effective teachers.

Effective teachers in turn, depend on the type of initial and continued training.

Both these types of training must provide teachers with techniques, skills, attitudes and knowledge necessary to make them feel adequately confident in their day-to-day undertakings. Definitely, teachers need to demonstrate a high degree of confidence in such areas as curriculum development and design, development of creative instructional material, organization and management of modern facilities, and equipment. Obviously, the attributes mentioned above and many others not included are not acquired through luck. Indeed, there must be a deliberate, comprehensive and carefully planned programme intended to equip teachers with the right attitudes, skills and knowledge needed for effective and quality education in schools. In response to these requirements for improving the quality of teachers through training and up-dating processes, the Kenya Government through the Ministry of Basic Education organises and runs programmes of in-service training courses from time to time. These courses have at different times been referred to in a variety of ways. The names are, in-service courses, refresher courses , orientation courses, up-grading courses and crash programmes. The courses are intended to help both trained and untrained teachers to improve their professional standards. Attempts to make improvements are however being frustrated by lack of qualified personnel, lack of resources (Material) lack of knowhow on the use of available resources particularly the new and varied equipment and technologies introduced into the classroom and the general pessimism on the part of teachers that what works must really be planned by them rather from outside. In 1970, the Ministry of Education saw the solution to these problems in the establishments of teachers advisory centres throughout the country. With the financial assistance from UNESCO-United Nations Educational, Scientific, Cultural Organization and UNICEF United Nations International Children Educational Fund, the government, therefore embarked on establishing teachers advisory centres.

1:3 **Teachers Advisory Centres: The British Influence.**

The teachers Advisory Centres model in Kenya is borrowed from Britain. After the successful launching of the Soviety sputnik (Satellite) into space in the 1950's that Western European countries were startled by this achievements. It was this achievement that made Britain to question the relevance of Science teaching in their schools. By 1962, Britain involved itself fully to reform its Science Curriculum in order to catch up with other countries. Many foundations like Nuffield poured large sums of money in launching science courses and intraining teachers. Many centres were formed in which teachers, in their local areas, met after school to exchange ideas on science teaching. This idea was extended to East Africa by Britain through curriculum Renewal and Educational Development Overseas (CREDO). It provided assistance in the form of material, personnel, expertise and other services. Due to increased activities in the Science Curriculum for Primary Schools in the world at the time Kenya responded positively.

1:4 THE ROLE OF UNESCO/UNICEF IN THE ESTABLISHMENT AND DEVELOPMENT OF TEACHERS ADVISORY CENTRES IN KENYA:

Teachers advisory centres grew through financial and material support provided jointly by UNESCO/UNICEF teacher Education Extension Service project. This project wa initiated in Kenya in 1969 during the United Nations Education Year. An agreement was signed to this effect. In the agreement it was agreed that quality of education in Primary Schools should be catered for. Then what happened was that teachers advisory centres had to be established in order to offer short courses which are geared to keeping teachers well informed. These courses had to be held during the holidays and most of them were attached to Primary Teachers' Colleges.

1:5 THE OBJECTIVES OF THE TEACHERS ADVISORY CENTRES:

The objectives of the teachers advisory centres are mainly to:-

(i) Provide in-service courses to teachers according to their identified needs.

(ii) Advise teachers individually or in groups on matters pertaining to their professional problems.

(iii) Conduct local researches in which local teachers are involved.

(iv) Classify the reference materials for the teachers' use.

(v) Organize local discussions, visits, lecturers, demonstrations for the teachers.

(vi) Advise teachers on the new curriculum changes and other relevant matters affecting their practice.

(vii) Visit schools and identify the pupils' and teachers successes and problems.

(viii) Advise teachers on methodology, the right materials to be used for the improvement of the teachers' quality of classroom instruction.

1:6 THE PROBLEM:

The above discussion has highlighted that the teachers advisory centres and sub-centres need to improve the quality of teachers through continued training. Once the teachers advisory centres fulfill this task, then the quality of education in Primary Schools will be enhanced.

There is for example an allegation in the Nandi District of Kenya, by parents, Administrators and the lecturers at Mosoriot teachers College who send their student teachers

to these schools for teaching practice that the Teachers Advisory Centre and sub-centres have not lived up to the above objectives and hence there is low quality of education in Primary Schools.

1:7 The Purpose of the Study:

The purpose of the study is therefore to:

(i) Assess the present programmes of teachers advisory centre and sub-centres to ascertain whether they are upto the expectation.

(ii) Survey and assess the objective of the teachers advisory centres and sub-centres.

(iii) Compare the present performance of teachers advisory centres and sub-centres to the objective of the centres.

(iv) Investigate why the teachers advisory centres and sub-centres are not living up to their expectations.

1:8 Definition of terms:

IN-SERVICE: Short courses offered to the teachers in the field in order to up-date their knowledge.

Teachers Advisory Centres:

Places where teachers meet to have seminars, hold workshops, share their experiences and are given advice on the new changes in the curriculum.

Learning Resource Centre:

A place at the training college(s) where student teachers make and get their materials for their teaching practice and daily work.

STUDENT Teachers:

These are the students who are in a teachers college training to be teachers. They have not qualified yet as teachers.

Regular Teachers.

The teachers who have graduated from the training colleges and are employed officially to teach as qualified personnel.

Table 1: The number of Divisions

CHAPTER II

METHODOLOGY:

In chapter one, it was argued that after the Primary teachers have graduated from their respective Primary teachers colleges, they degenerate if they are not continuously exposed to the new changes in the curriculum. The only place for these teachers to get up-dated is in their respective teachers advisory centres and sub-centres. It was also argued in the same chapter that without this continuous up-detedness of teachers, the quality of education in their respective schools deteriorates. It is within the above setting that the research will be undertaken.

2:1 Sampling Procedures:

The investigation will involve obtaining information from sources that are knowledgeable about the teachers Advisory centres in general. In this connection the target population will consist of:

1) Tutors of teachers advisory centres.
2) Regular Primary Teachers.
3) Lecturers from Mosoriot teachers colleges.
4. Second Year student teachers from Mosoriot teachers college.

Because of the large number of teachers and student teachers involved, it will be necessary to deal with only a simple random sample of Primary teachers and student teachers selected from the education divisions in the district. The divisions will be selected through clustered sampling.

Table I: The number of Divisions

X					
			X		X
X	X			X	
X			X		
	X				X

The above table shows how the researcher will use a clustered sample to select the number of educational divisions which will be involved in the investigation.

Table II:

	No. Selected
T.A.C. Tutors	X
Primary School Teachers	X
Student teachers	X
College lecturers	X
TOTAL	X

2:2 Data Collection Instruments

(a) Questionnairs

In order to collect data, quastionnaires will be designed by the researcher for the following randomly selected subjects.

1. TAC Tutors.
2. Primary School teachers.
3. Student teachers.
4. College lecturers.

The questionnairs 1 - 4 will appear in the paper as appendices 1 - 5.

ADMINISTRATION:

The researcher will be influenced by certain factors in administering his instruments.

1. The researcher will need to have as high percentage of respondents returning questionnairs as possible.
2. The delay the questionnairs will encounter in the process.
3. The necessity of briefing the respondents.

Having regard to the problems generally associated with the administration of the instruments, the researcher has decided that he will administer his questionnairs personnally and will also use the student teachers when they go out to primary schools for their teaching practice.

CHAPTER III:

THE FINDINGS AND RECOMMENDATIONS:

3:1 RESPONDENTS:

Table II shows the number and percentage of Questionnaire distributed and collected from schools. A total of (194) One hundred and ninety four teachers participated in answering the questionnaires.

All the 173) One hundred and seventy three (85.5%) respondents in this study were experienced and qualified academically and professionally to respond to the questionnaires. They range from Secondary one (S) to unqualified teachers, certificate of Primary education to East African Advanced Certificate of Education (E.A.A.C.E.)

Their ages range from slightly below twenty years (20 Years) to about fifty years (50 yrs). They have a teaching experience of between under one year of teaching to slightly twenty years (20 yrs) of teaching. They are all Primary school teachers, of the one hundred and seventy three (173) respondents 46% teach both lower and upper Primary School (Standard 1-7) while 31% of the respondents are solely confined in their teaching to upper Primary (standard 4-7). Only (8.5.%) are confined to lower primary (standard 1-3) section. Although there is no specialization at the primary level this study indicates however, that most teachers confine themselves to specific subjects in the curriculum. The majority of teachers (respondents) indicated teaching science, Mathematics, English, History and Geography.

The following paragraphs describe various activities these teachers (respondent) were involved in the teachers Advisory Centres. (TAC) and its sub-centres in Nandi District. The activities are restricted to 1. In-service education and (II) Curriculum Development in these centres.

3:2 IN-SERVICE EDUCATION ACTIVITIES:

This section analyses the teachers (respondents) perception of the role of the teachers' Advisory centres and its sub-centres in Nandi District on in-service education of teachers. Data analysed attempts to answer the following questions; How much assistance is available from the teachers Advisory Centres or its sub-Centres in the area of in-Service education of teachers:

3:3 TYPES OF COURSES HELD:

The questionairs sought to find out from the respondents in this

survey, the type of in-service activities they have participated in as a means of improving their personal and professional growth They were to indicate the subjects/courses they have attended and the length of the course in days, less than 40% of the teachers (respondents) in this study attended courses organized in various subject areas. In their response, the teacher indicated that science, English, Mathematics were most preferred in-service courses while the others were less frequently preferred. The least subjects which were Home Science, Physical Education, Music, Christian Religious Education and Kiswahili. The reasons for this trend looked obvious to most respondents. More courses were organized for examination subjects thatn non-examinable subjects.Courses which do not have alot of meaning to offer to their pupils who will sit for Certificate of Primary Education (C.P.E.) attracted little attention from the teachers.

High attendance to in-service courses in subjects like science, Mathematics and English can further be explained by two reasons. First, these subjects keep on having changes, the other reason being t that these subjects are examined in the certificate of Primary Education (C.P.E.)and therefore, naturally the teachers were forced to attend.

3:4 DURATION OF IN-SERVICE COURSES:

Evidence from this survey, further shows that short one day courses were organized for various subjects. In case where long courses were organized, few teachers (respondents) indicated having attended them.

Undoubtedly many subjects were and inadequately dealt with in these short short, one-day courses. There was tendency to cover as much material as possible in the little time available thereby necessitating rushing over the material to be covered. The net-result was that organizers ended up achieving quite little. To substantiate this point respondents were asked to state what they thought was wrong with the in-service courses they attended. Some of their responses related to this area include:

- Teaching too many subjects by some tutor.
- Repetition of what had been taught in previous in-service courses.
- Too much lecturing making the lesson boring.
- Not enough time for discussion and questions.
- Not advising us on how to overcome our weaknesses.
- No enough qualified tutors.

- They are too short.
- Discussions never ended up in any conclusions.
- Both newly employed unqualified teachers trained together with experienced ones.
- Tutors not well informed.
- The method of approach was not up to date.
- Lectures not well prepared.

3:5 VENUE FOR IN-SERVICE COURSES:

In order to assess the extent to which Teachers Advisory Centres in Nandi District assist teacher in their in-service training, respondents were asked to indicate where they attended their courses of 173 respondents, 70 (41%) attended their courses at the Teachers' Advisory Centres, 195 (55%) attended them away from the Teachers' Advisory Centres. The rest did not attend any courses. Reasons for non-attendance are varied about (38%) reported lack of time as the main reason for failure to attend. about (32.5%) reported having sometime no time to attend. Other reasons given included lack of money for travelling, lack of transport, text books and other equipment at the Teachers Advisory Centres, tutors not knowledgeable of the subjects tought by teachers,mx lack of awareness on the part of the teachers on the existence of these courses,. Many teachers complained that they were never refunded money they used for transport to attend in-service courses. This naturally kills their motivation to attend any future courses.

3:6 USEFULNESS OF THE COURSES TO TEACHERS.

In this sub-section data on the perception of teachers (respondents) on the following aspects of in-service course is analyzed and discussed;

(a) Interest in attending courses.
(b) Organization of courses.
(c) Use of Audiovisual Aids.
(d) Methods of conducting courses.
(e) Applicability of course to classroom situations.

Analysis of data collected on the interest teachers take in attending in-service courses indicate that many teachers (80%) were very much interested. only about 9% and 8% indicated that they were somewhat interested and did not mind very much respectively. A limited number (3)% indicated that they were not interested at all in attending these courses.

On the extent of organization of courses conducted (44%) respondents saw the courses as well organized, while (46%) perceived them as fairly well organized only (10%) saw them as very poorly organized. The method employed these courses included lecturing as perceived by (16%) respondents, discussion as perceived by 18.5% and a combination of lecture anddiscussion methods as indicated by 63.5%

Most teachers (respondents) 45.2% perceived organizers of the courses as using relevant audiovisual aids while 30.5% indicated that "not enough" of these aids were used, while still (13.5% indicated complete absence of these aids in the courses conducted. Despite differences in their perceptions, many teachers 53% perceived from what they got from these courses as being applicable to their classroom situation and being capable of helping them to solve their classroom problems.

The teachers (respondents) were asked to evaluate the usefulness of the courses, 58.5% of the respondents reported the courses to be "very useful" to them, while 31.5% said the courses were "fairly useful". Only about 7.6% respondents saw the courses as "not useful and " a waste of time". To prove these points respondents were asked to give their opinion on what they thought was "strong" or "good" about in-service courses they attended. Some of their responses related to this point include:

- Discussions and points given by the tutors were very educative.
- Information on changes in teaching methods which include use of visual aids.
- Advice on what reference books to use when scheming and lesson planning.
- Improvisation of teaching aids.
- Course well equipped.
- Helped us to know our professional ethics.
- Advice on how to deal with different pupils with different learning rates.
- They were well conducted organization was good.
- Helped to arouse my interests in making personal visual aids.

3:7 ORGANIZERS OF IN-SERVICE COURSE:

It was found necessary to establish and indicate the role of the Teachers Advisory Centres tutors and his sub-centre leaders in the service training of teachers consequently, teachers interviewed were asked to indicate their perception on who were the organizers of the in-service courses they attended. Most teachers 52% perceived the Teacher Advisory Centres tutors as being responsible for organizing and running the courses. About 19.2% saw

Attitudes of course attendants towards the course organizers plays a major role in motivating them to attend the courses. When asked to indicate their attitude towards the Teachers Advisory Centres tutors, most teachers (respondents) 51% perceived them as "good". while 17.5% saw them as "very good" and 18.5% saw them as excellent. Only 3.2% respondents perceived these tutors as poor while 1.3% saw them as indifferent and 4.1% had no idea because they had no contact with them.

7. TEACHERS ADVISORY CENTRES TUTORS.

There are 6 Educational Divisions and each division is being served by a Teachers Advisory Tutor. The overall Teachers' Advisory Centres tutor is attached to Mosoriot Teachers College. They were all interviewed verbally and served with questionnaires which were all returned well answered. All the respondent (THE TAC TUTORS) had East African Certificate (E.A.C.E.) as their highest academic qualification and professionally they are all primary one teachers (P.I) It is only the overall district Teacher's Advisory centres tutor who is permanently on the job and the rest have only been asked to do the TAC duties as part time and in any case they have only done it for a year. The range of their service as teachers is 5 years to 12 years.

When asked to indicate their programmes, it was only the District overall TAC tutor who seemed to have a superficial kind of programme and he was not sure if the teachers invited to attend would really turn up. This skepticism seemed to be ringing in his mind because in the past the teachers have complained that they had not been financed by the relevant authorities and therefore the exercise proved quite a bother to them. The rest of the sub-centres tutors didn't have any guidelines except when really need arose. They said they did not have enough time as they were also committed classroom teachers.

The TAC Tutors were asked to indicate what in their opinion will be the objectives of the Teachers' Advisory Centres and whether these objectives have been adhered to in their own Teachers' Advisory Centres. The questions asked are found on appendix I In the questionnair, the following statements were quite unpopular to all the Teachers Advisory Centres tutors (respondents).

2. (e) Teachers Advisory Centres should be a place for formulating ideas on education development in the country over a cup of tea/coffee.

(f) Lectures in the Teachers' Advisory Centres should be manned so that participants listen without participating.

(c) Teachers should attend courses at the Teachers' Advisory Centres so as to have time out of school. The rest of the questions in the questionnaire were ticked as the correct thing the Teachers' Advisory Centres should adhere to. The questions ticked were (2) a,b,c,d,g,h, i,j,k,l,m,n,o,p,q,r.

When asked to indicate what in their opinion they found themselves less competent, the following subjects were shown by various tutors.

(1) Nandi District overall Teachers' Advisory Centre tutor did not show what he was less competent in.

(2) Kaptumo Division-showed that he was less competent in science.

(3) Emguen Division-showed that he was less competent in art and Craft and Science.

(4) Kilibwoni Division - showed that he was less competent in Kiswahili.

(5) Mosop North Division-showed that he was less competent in Music.

(6) Kemeloi Division-showed that he was less competent in Kiswahili.

The Teachers' Advisory Centres tutors were asked to indicate how they make sure that the members of those subjects they were less competent in were catered for and the following were the responses.

i) Nandi District overall Teachers Advisory Centre tutor did not indicate anything.

ii) Kaptumo Division indicated that he invites the Nandi District overall TAC tutor to come and in-service them.

iii) Emgwen Division- indicated that he invites the Nandi District overal TAC Tutor to come and in-service them.

iv) Kilibwon Division indicated that he invited the District Basic Primary Schools Inspector and the Nandi District overall TAC tutor to come and inservice them.

v) Mosop North Division indicated that he invites tutors from Mosoriot Teachers College and Kaimosi Teachers College to come and in-service them.

vi) Kemeloi Division indicated that the subject is being solved through subject panel meeting.

5:6 CURRICULUM DEVELOPMENT ACTIVITIES:

This section looks at the curriculum development activities of the Teachers Advisory Centres and/or its sub-centres. Data Analyzed attempts to answer the question; How much assistance is available from the Teachers Advisory Centres and/or its sub-centres in the curriculum development.

The Ministry of Basic Education officials had to change their attitude and be prepared to accept inputs from practising teachers at the grass roots where curriculum is implemented. Under these circumstances, therefore it was felt that Teachers Advisory Centres were appropriate institutions in bringing about curriculum changes at the local level. More realistically teachers' Advisory centres would provide teachers with Basic principals and ideas necessary for making decision on curriculum development strategies and implementation.

Reports from the Teachers' Advisory Centres and its sub-centres suggest that a number of teachers have in the past been involved in a variety of curriculum development activities in their local areas. One area in which great involvement is indicated in the reports is attendance to subject panel meetings. These meetings involved few teachers selected to represent schools in a given area. Each subject in the primary school syllabus has its own panel. Reports by tutors from sub-centres indicate that these panels were started at different times in each division. The members of the panels are teachers of different grades and experience ranging from untrained to Secondary one (S1) teachers. The function of these panels included making recommendations on the following:

(a) Material production that is whether the materials in the text, syllabus and the pupils textbooks are sufficient and appropriate for a given class level.
(b) Problems of teaching in a given subject.
(c) Reference books to be used by both the teachers and the pupils.

Reports from the tutors on the participation of teachers in these panels shows partly that few do take part and partly many of them don't participate. From the teachers responses, it was concluded that many teachers participate in curriculum development activities of the Teachers Advisory Centres at both district level and local level. A discussion with the

3:10 THE RESPONSE OF THE STUDENT TEACHERS:

The questions which were administered to the student teachers are found on appendix 3. The questions were administered in order to find out whether the regular teachers have been kept up to date with the new changes in the curriculum by the Teachers Advisory Centres (TAC)Tutors. The student teachers came out with the following problems emanating on stemoning from the regular teachers.

1) That most regular teachers were not conversant with references or text books in use.
2) That they were not useful in the preparation of teaching aids. The same regular teachers had not made ready teaching aids.
3. Students realized that most regular teachers were not very much conversant with the new way of structuring the objectives which are behavioural or measurable.
4. There was also some response from the most student teachers that the regular teachers who had necently graduated from college were more conversant with the curriculum than the old regular teachers.
5. The response from the student teachers about their lecturers was that planning for maths were differently structured otherwise the rest was quite clear.

5:11 SUMMARY AND RECOMMENDATIONS:

Summarily, data collected on the various aspects of (i) In-service (ii) Curriculum activities of teachers show:

(a) That the teachers (respondents) perceived Teachers Advisory centres as, lacking text books, teaching aids for teachers no proper tutors, Teachers Advisory Centres are too far from most schools and no transport provided, Tutors are not full-time employees and therefore lack concentration, organizations of courses not proper, Teachers' Advisory Centres fail to send tutors to schools to advise teachers. They are not specious enough to accommodate many teachers at ago, teachers advisory centres provide too few courses and the government doesn't seem to pay serious attention to the welfare of the teachers advisory centres etc.

(b) Most teachers don't participate in curriculum development activities of the Teachers Advisory Centres (TAC)

(c) Most subject panels established to expand and disseminate curriculum development programmes stop doing their work in the larger part of the year except in times of mock examination whey they are expected to set and mark the examination.

(d) Changes in curriculum do come from above and the teachers views are not considere seriously.

(e) Most courses organized were confined to the subjects which appear in the Cerificate of Primary Education examination.

Since the teachers Advisory Centres and sub-centres are institutions which will keep the Primary Schools teachers up to date, it is therefore recommended that:

(i) Teachers Advisory centres and sub-centres, the relevant authorities need to provide them with financial support and encouragement.

(ii) The Teacher's Advisory centres tutors should be well trained for the job and be encouraged to visit schools and in-service teachers on any new changes in the curriculum without much delay.

(iii) The teachers Advisory Centres constructed well and be suitable for curriculum development activities.

(iv) The Teachers Advisory centres should be centrally placed so that most teachers are attracted to attend whenever invited.

(v) Teachers Advisory Centres tutors should be fully employed so that they concentrated on curriculum

made to teach at the same time looking after the affairs of the centres.

TABLE I

Number of questionnairs Distributed

	Number selected.
Teachers Advisory Centres tutors	4
Primary School Teachers	194
Student Teachers (Mosoriot T.T.C.)	100
College lecturers (Mosoriot T.T.C.)	4
Total	302

TABLE II

Number and percentage of questionnaires Distributed and Collected by schools.

Name of School	Total Distribute	Total returned	percentage.
1. Cheptarit	12	9	75%
2. Chepterit	10	10	100%
3. Chemuswo	10	8	80%
4. Kamobo	14	10	71%
5. Kamonjil	8		100%
6. Kapnyamisa	8	8	100%
7. Kapsabet Township	12	12	100%
8. Kimogoch	10	8	80%
9. Kipkeibon	10	6	60%
10. Kokwet	10	10	100%
11. Kosirai	12	10	83.3%
12. Mogoget	8	8	100%
13. Mosoriot	10	10	100%
14. Mutwot	10	10	100%
15. Namgoi	12	8	66%
16. Ndaptbwa	10	10	100%
17. Ndonyongaria	10	10	100%
18. Tebeson	10	10	100%
19. Tegat	8	8	100%
TOTAL	194	173	85.5

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APPENDIX I

RESEARCH INSTRUMENT: TAC TUTORS QUESTIONNAIRE:

District.....

Division.....

Questionnair Administered to the T.A.C. Tutors.

IN SPACE PROVIDED STATE:-

(a) Your present highest accademic qualification.....

(b) Your present highest professional qualification.....

(c) The number of years in your present job.....

(d) The number of years you actually taught before you joined the present job.....

2. ( ) Tick as many as possible in my opinion the teachers Advisory Centres should adhere to the following:-

(a) Teachers Advisory Centres should serve as a centre for the teachers in-service courses.....

(b) Teachers Advisory Centres should serve as a local centres for specialist subjects.

(c) Teachers Advisory Centres should be staffed with specialist for consultations by Teachers during periods of curriculum design.

(d) Teachers Advisory Centres should act as a centre for cross fertilization of educational ideas.

(e) Teachers Advisory Centres should be a place for formulating ideas on education development in the country over a cup of tea/coffee.

(f) Lecturers in the Teachers Advisory Centres should be manned so that participants listen without participating

(g) Teachers Advisory Centres should be a centre for the Co-ordination and dissemination of curriculum development and other educational information.

(h) Teachers Advisory Centres should be a centre for feeding Kenya institute with information about curriculum change and implementation.

(i) Teachers Advisory Centres tutors should be appointed from outstanding qualified teachers.

(j) TAC Tutors should be in touch with the nearby teacher training institution for up to date advice on the curriculum

(k) TAC. Tutor must have knowledge on the current curriculum changes and practices.

(l) TAC Tutors should be included in the meetings at the National level to discuss curriculum activities.

(m) TAC Tutors should be qualified researchers.

(n) Teachers should attend courses at the TAC so asto:-

(a) Improve their professional standards.

(b) Improve their own skills and techniques in handling new knowledge.

(c) Have time out of school

(d) Look for answers to their school/classroom problems.

(o)Teachers advisory centres should be a place for :- tick( ) as many.

(a) Production of actual teaching materials by teachers.

(b) Development and dissermination of educational materials

(c) Production of actual teaching materials by teachers

(d) Expanding education to both more and less developed areas.

(e) In-servicing the teachers on the changes in the curriculum so that they are not caught unawares of using an out-dated material.

(p) TAC. should be for training for problem solving.

(q) Teachers advisory centres should be manned by professionally trained graduates.

(r) Teachers advisory centres should be manned by professionally trained non-graduates.

(s) In your opinion do you find yourself less competent on certain subjects? Please list them below:

.....

.....

.....

(t) How do you make the members of these subjects get in-serviced? indicate please.....

.....

oooooo O oooooooo

Research Instrument

Primary School Teachers Questionnaire

District.....School.....

Questionnaire Administered to the regular teachers.

1. What is your present professional qualification.
2. What is your present academic qualification.....
3. Put a tick ( ) against you appropriate age range:-
   Below 20 years.
   21 - 30 years.
   31 - 40 Years.
   41 - 50 Years.
   50 years and over.
4. How long have you taught.....
   What subjects and classes are you currently teaching:-

Subject	Std.
1.....	.....
2.....	.....
3.....	.....
4.....	.....
5.....	.....
6.....	.....
7.....	.....
8.....	.....

6. Have you ever attended any in-service course.....
7. By whom were the courses organized.
   District Primary School Inspector.
   Education Officer,
   Assistant Education Officer.
   Teacher Advisory Centre Tutor.
   None of the above
   I don't Know.
8. Did what you got from the in-service courses apply to your classroom situation: Yes -.....Partly.....
   No.....
9. Most in-service courses attended were held in :-
   A selected Primary School.
   Teacher Advisory Centre.
   District Educational Headquarter.
10. Do you usually find time to discuss your problem with the Teachers' Advisory Tutor: Yes.....Partly.....
    No.....
11. I find the Teacher Advisory Centre Tutor:-
    Excellent Good Indifferent

Tick ( ) as many of the following statements as you can if your opinion concurs (agrees with them.

I wish.

(a) I had enough time to visit the teacher Advisory Centre often

(b) The Teacher Advisory Centre tutor talked and helped teachers move often than he has done before.

(c) Teachers work more in groups while attending in-service courses at the centre on problems of common interest to us.

(d) We could have another tutor to run the in-service courses at our teachers Advisory Centre.

(e) The discussions were made more exciting.

(f) I could become a member of the steering/executive committee of the Teachers' Advisory Centre.

(g) We were given time to work on Teaching aids with Teachers Advisory Centre Tutor.

(h) There were a variety of Lectureres in the in-Service, courses held at the Teachers Advisory Centre.

(i) We participated in the curriculum Research Development.

(j) There was an adequate reference library at the Teachers Advisory Centre.

(k) The Teachers Advisory Centre tutor visited our Schools to help us in real life situation more than he has done before.

(l) The Teachers Advisory Centre was equipped with adequate and appropriate instructional materials for our use.

13. How much are you interested in attending in-service courses or organized by the Teachers Advisory Centre tutor?

Very much interested.

Somewhat.

All the same to me.

Not very much interested.

Not interested at all.

14. How often do you attend in-service courses at the Teachers Advisory Centres.

Very frequently Frequently

Rarely Sometimes.

Never.

15. Tick ( ) as many as possible. In my opinion the Teachers Advisory Centres are run by the personnel:-

who are in-serviced Experienced

Who avoid certain subjects Who should be trained for this work

Which they are incompetent to handle.

16. Tick ( ) as many as possible. In my opinion the Teachers Advisory Cetres, run and generally structured, are:

Interesting	Useless.
Important	Uninteresting
Necessary	Boring
Uneducative	Unnecessary.
Unimportant.	

17. Which of the following activities of the Teachers Advisory Centres do you participate in:-

Member of the steering committee.
Helps to conduct in-service courses and/or seminors.
Member of the Divisional subject panel.
Member of the District Subject panel.
Member of the Curriculum reseach team
None of these
Others (specify)

18. Which of the following factors hinder you from attending in-service courses at the Teacher Advisory Centre.

Lack of money — Lack of means of transport.
Lack of text books and other equipment, at the Teacher Advisory Centre has nothing different from what I have in my school.
Tutor (TAC)not knowledgeable of the subjects I teach
Others (specify)

19. What do you think was very strong or good with thein-service courses you attended organized by the Teacher Advisory Centre.

.....
.....
.....

20. What do you think was wrong with the in-service course you have so far attended. .....
.....

21. What is your biggest problem with your teaching.....
.....
.....

22. What do you think is very good or strong about Teacher Advisory Centres.....

23. What do you think is wrong with Teacher Advisory Centre.....
.....

24. Do courses held at Teachers Advisory Centre help you to solve your classroom problems? Yes.....
No.....
Partly.....

APPENDIX III

RESEARCH INSTRUMENT: STUDENTS' QUESTIONAIRE:

Name of the college.....

The school you are teaching.....

The class you are teaching.....

Questionnaire administered to the student teachers.

1. Your Name.....

2. What subjects are you teaching in your first session before you exchanged with your pertners.....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

3. Which subjects did you find problems when you were preparing your schemes of work? 1.....

2.....

3.....etc.

4. Please enumerate the problems below:-

(a).....

(b).....

(c).....

5. Was the regular teachers of these subjects helpful in any way

.....

.....

6. In your view are the regular teachers conversant with the changes in the school curriculum.....

.....

7. Tick ( ) as many as possible.

(a) The regular teachers are using the old materials which don't match with the new syllabus.

(b) They are trained alright but have not been in-serviced of the new changes.

(c) The headmaster has not informed them of the new syllabus he has received.

(d) The school has no money to buy the new materials.

(e) The college tutors are quite informed/not informed of the new changes of the curricullum.

8. Of the subjects you find problems, please indicate the new syllabus which the regular teachers aren't aware and the materials that go with it. (show the subjects)

9. Would you recommend that these regular teachers be in-serviced so that they are up to date with the new changes.....
.....
.....

10. Was the headmaster of the school helpful?
Yes.....
No.....

- Appendix 4 -

RESEARCH INSTRUMENT LECTURERS QUESTIONNAIRE:

QUESTIONNAIRE ADMINISTERED TO THE COLLEGE LECTURERS (MOSORIOT TEACHERS COLLEGE:

The questionnairs were administered to four members of staff from the following subject areas; 1. Maths (Irespondent)

ii) Christian Religious Education (1 respondent)

iii) Music (I respondent)

(iv) Kiswahili (1 respondent.)

1. What subjects do you teach.....

2. What subject do you prepare your student teachers for teaching practice.....

3. What problems have your students encountered during this period of teaching practice. Please enumerate them below.

i) .....

ii) .....

iii).....

iv).....

v).....

4. In your opinion, where do these problems stem from Tick ( ) the correct answer.

College .....

Regular Teachers.....

Student teachers themselves.....

5. How did you make the students overcome their problems?

.....

.....

... .